

# Long Clawson Pre School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY352719
<b>Inspection date</b>	16 May 2008
<b>Inspector</b>	Patricia King
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<b>Registered person</b>	Long Clawson Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Long Clawson Pre School originally opened in the 1970's and moved to the current premises in 2007. It now operates from the new Community Centre in the village of Long Clawson, Leicestershire. A maximum of 40 children may attend the setting at any one time. The pre-school is open Monday, Thursday and Friday from 09.10 until 11.50 and 12.10 until 15.10 during school term-time and children may stay for lunch. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged from two to under five years on roll. Of these, 20 children receive funding for early education. The pre-school serves the local and surrounding rural areas. The pre-school is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs five members of staff, all of whom have appropriate early years qualifications. The setting is managed by a parent committee, who delegate day to day management responsibility to the person in charge.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The accommodation and daily routines are well organised and arranged to provide opportunities for children to take part in a range of activities indoors and outside. They are eager to go outside where activities reflect all areas of play. This means that the outdoor environment is used effectively to promote children's health and well-being. Children are encouraged to dress themselves for going outside and staff ensure that all children are prepared for the weather conditions. For example, they talked about the weather being sunny but cool meaning they must wear warm clothes and, when the rain fell, the children enthusiastically donned plastic raincoats provided to enable them to play outside in wet weather. This means that children are gaining independent skills and learning about caring for themselves when outside.

Children are positively encouraged to participate in routines and activities which contribute to their understanding of personal hygiene and a healthy body. For example, most children independently wash their hands after using the toilet and before handling food and explain why this is important. Younger children are supervised by staff who talk about washing away germs and praise children's thoroughness and knowledge. This means that all children are developing a sound awareness of self-care. Children recognise when they are hungry or thirsty. They take drinks of water which are kept within easy reach at all times and benefit from a good variety of nourishing snacks served at the snack bar which is operated as part of the daily activities and routines. After washing their hands, they confidently visit the snack table where they eat in a small social group accompanied by a staff member. Healthy eating, food values and diets from other cultures are explored and sampled in the planned activities which means that children are learning about diet and food from around the world.

Sound policies and procedures are consistently followed by staff to take appropriate action in the event of an accident and to administer any necessary medication. Careful attention is paid to ensure the first aid equipment is maintained up to date and a qualified member of staff is on duty to attend to any accidents. Children are further protected from infection by the clear policy that children must not attend when ill or infectious and information about relevant contagious diseases is available to parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a welcoming secure environment planned and prepared with imagination to offer stimulating play and learning opportunities indoors and outside. The group are permitted to use some notice boards to display their work, materials and information. This is done with good effect to create a colourful, stimulating environment where children are encouraged to learn and develop their sense of belonging. Children have easy access to a good range of developmentally appropriate resources and child-sized furniture which is arranged to promote independence and choice safely. Robust risk assessments ensure that hazards on the premises, indoors and outside, are effectively minimised and vigilant security systems prevent unauthorised adults entering the building unsupervised. The visitors record is effectively maintained and there are secure procedures to ensure that children are only collected by their parents or named adults by prior written arrangements.

Children are learning safe behaviour from the good role models demonstrated by staff, they follow the simple rules in place to promote safety, such as not to run indoors, and know why these are important to prevent accidents. Staff recognise and praise safe behaviour and children respond positively to gentle reminders when needed. Children are protected because staff have a good understanding of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. However, the provider has not ensured that the child protection procedures are easily accessible to parents at all times which means they are not fully informed of the responsibilities and procedures followed by the setting to safeguard children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Careful attention is paid to ensure that children's individual care needs are identified which means that staff know the children well and develop close relationships with them. Children confidently enter the setting eager to explore and use the wide range of interesting planned and free activities provided for them. Children benefit from an environment where they are encouraged to play, explore and experiment and have the confidence to ask for help and support. For example, they enthusiastically worked together to construct an arrangement of tubes, containers and channels to transport water through different levels into a lower tank. They proudly showed the finished construction to their peers and adults, demonstrating and explaining the progress of the water to the final container.

Staff are skilful at using spontaneous opportunities for learning, for example, when children began to run around indoors they were guided into physical games outdoors involving moving in different ways, counting and finding shapes, numbers and colours. Staff regularly use opportunities such as lining up and moving between activities to count and use mathematical language. They are knowledgeable practitioners who observe and record what children can do, then use early years guidance, such as the 'Birth to three matters' framework and the Foundation Stage, to provide a good range of stimulating and challenging activities for children. However, they are not yet using this information effectively to support and set challenges for all children.

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals. Children are confident and demonstrate a sense of belonging because they enter the playgroup happily and settle into the activities and daily routines with interest. They have confidence to select and carry out activities independently and work with others to develop and extend play and involvement. For example, they collected the drinking water to add to the corn flour gloop and informed the staff member that the drinking water needed to be topped up. They proudly showed the adults what they had done and staff used the spontaneous opportunity well to praise their initiative and boost their self-esteem. Children respond well to the positive role models displayed by staff, for example, they are encouraged to say please and thank you and proudly respond when praised for doing so. They are forming good relationships with their peers, for example, they choose a friend to sit with at story or meal time. They understand and follow simple rules for harmony such as accepting that toys are shared and sometimes they have to wait for their turn.

Children listen intently to a familiar story in a small group and make positive contributions, for example, they anticipate the developing story as the pages are turned. Some children frequently visit the well-resourced book corner independently and most eagerly join when a staff member is present. Most children show a keen interest in books and stories read to them and follow the print with an adult lead. Children recognise, and most write, their own name. They use a

suitable range of mark-making opportunities, such as the mark-making table resources, white boards and media such as salt, sand and corn flour to practice and secure their learning. Children use language confidently to talk about their families, their play and in social situations such as circle time, for example, sharing news of their holidays and a new shed to keep their bicycles safe. Children are consistently encouraged by adults to develop their mathematical learning in planned activities. For example, enjoyable, practical activities include cutting shapes for the collage and using mathematical language in sorting, construction activities and daily routines. This means that opportunities for the children to make progress in mathematical development are captured appropriately.

Children use a suitable range of objects and materials imaginatively to design and make models and collages which they are proud to display and take home. They investigate objects and materials by using all of their senses, for example, they collected bugs from the outdoor play area, examining and identifying spiders and ladybirds. Children are learning to use small tools and materials such as paint brushes, scissors and glue spatulas and spades with confidence and skill. They create and investigate, for example, they were fascinated by the different ways water travelled over and through the waterway they constructed. Children move around the room sensibly and have careful regard for other's space. For example, when moving between activities, packing the toys away, while in active games they move safely and negotiate space well.

Children have easy access to props, such as puppets and dressing up clothes and use these creatively to support imaginary play. They are confident in the use of IT and programmable toys and some children use the computer skilfully. Children are learning about other cultures and lifestyles through an informed and interesting range of activities. For example, they have found out about different food and diets from around the world. They are learning about the community in which they live as they are taken on purposeful walks such as to visit the local church, shops and dairy where they learned how cheese is made. Children regularly take part in fundraising events for local and national charities which means they are becoming aware of the needs of others.

Staff have sound understanding of the Foundation Stage and how children learn. Planning covers all areas of learning and systems are in place to ensure that children's progress is recorded and checked to ensure that learning is secure. However, plans do not clearly show how assessments are used consistently and appropriately to inform planning in order to set clear challenges for children's next steps in their learning. Staff know the children well and use effective questions and spontaneous opportunities to help children learn through their play.

### **Helping children make a positive contribution**

The provision is good.

Staff know the children well because care is taken, at the time of enrolment, to establish children's individual details and requirements and keep this information up to date. Parents confirm that they feel fully informed and included in the care and development of their children. The setting pays careful attention to any concerns expressed by parents and has established an appropriate procedure to follow, however, parents are not informed that relevant information is available upon request. Detailed information about the operations and management of the setting is provided in the prospectus and helpful information about childcare and development is offered. Suitable systems are in place for staff to work in partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting.

Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of meal times to explore different diets and cultural practices and celebrating significant events in the lives of others. Children are learning to manage their own behaviour, for example, they keep simple rules, such as helping to tidy toys, sharing and taking turns and respond happily to reminders from staff when needed. They are delighted and when their efforts and good behaviour are recognised and rewarded with well done certificates or a notice placed upon the "WOW" board and are proud to take these home to show their family members. The behaviour management statement clearly informs how acceptable behaviour is promoted, however, the statement does not explain how the setting manages incidents of bullying.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children receiving early education is good. The group is managed by a parent's committee and all parents are invited and encouraged to join the committee. Parents are welcomed at the group and report that they feel involved and included in their children's development and learning. They receive a comprehensive prospectus that includes detailed information about the Foundation Stage of learning and the operational and business arrangements. They are asked to share what they know about their child's learning and development when they enter funded education and this is discussed with them regularly during their children's time at the group. This means that staff build on parents' input to progress children's learning. A good range of information including plans, activities and how parents can help their children learn is displayed and provided to parents.

## **Organisation**

The organisation is satisfactory.

Suitable systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are suitable to do so, however, there are no systems in place to appraise and monitor the performance and suitability of staff. The environment and routines are organised effectively to promote children's care and welfare indoors and outside. Staff build good relationships and communications with children and their parents which means that children settle well and have confidence to fully participate in the activities organised to promote their welfare and development. All legally required documentation which contributes to children's health, safety and well-being is in place and most documents in the range of policies and procedures support the safe and efficient management of the setting. Overall the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for early education is good. The registered body is a parent's management committee providing good support to the leader and her staff. The leader is appropriately qualified, experienced and has a positive vision about how to provide a quality service to children and their parents to meet their individual needs. She knows her staff well and organises them and resources effectively to present the activities planned for children to learn through their play. She actively promotes training opportunities for them to keep up to date and continually improve their knowledge and practice, for example, the Early Years Foundation Stage. Robust and thorough systems are in place to monitor and evaluate the delivery of care and early education within the pre-school which means that children make steady progress in their learning.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the child protection procedures are included in the operational documentation and made easily available to parents
- improve staff's use of current observation systems in order to clearly illustrate how the information gathered is used effectively to inform planning for the next steps in individual children's learning and development. This applies to care and nursery education
- ensure that the written statement on behaviour management states the methods used to manage children's behaviour with regard to bullying
- promote partnership with parents with regards to keeping a record of complaints, ensuring that appropriate information is shared with parents upon request
- ensure that systems are in place to monitor and evaluate the suitability and performance of staff.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff's use of current observation systems in order to clearly illustrate how the information gathered is used effectively to inform planning for the next steps in individual children's learning and development. This applies to care and nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)